# 12

# Media and Information Literacy

## Quarter 2 – Module 8:
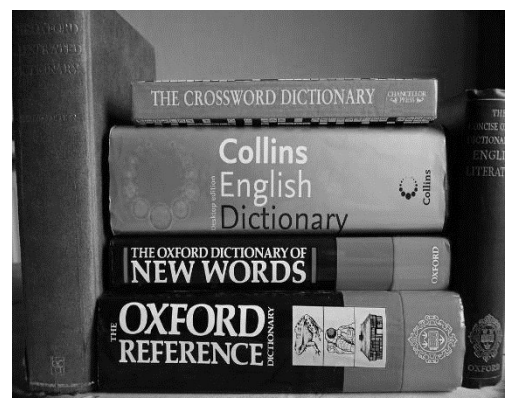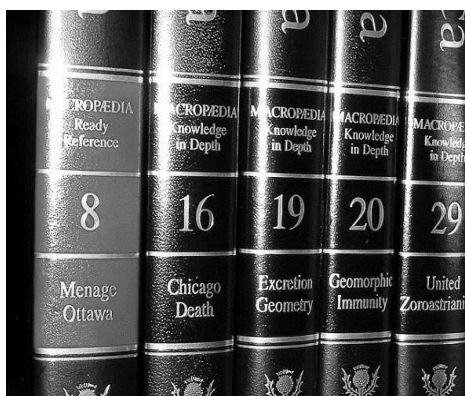## Massive Open Online Course

You might not know it, but when your parents were younger, information was much harder, and more expensive, to come by. For information on a wide variety of topics, one had to consult an *encyclopedia,* a multi-volume collection of books with alphabetically arranged topics. For word meanings, one used a dictionary which could be pocket-sized and concise or massive and comprehensive. For more complete information on a subject, there were textbooks and trade books. Except textbooks, which were widely available  wherever they were required in school, these sources of information were mostly seen in public and private libraries.

The information contained in books were relatively stable, that is, they do not change much over time, and new editions may not come for years. For new findings from academic research, one read journal publications and similar periodicals, which were available in university libraries. But, to keep abreast of current affairs, one read newspapers, listened to radio, or watched television.

The 21st century has brought many technological advancements that led to the development of the different modes of transmitting and getting information.  Products of technology have also resulted in a paradigm shift in the field of education – from the traditional use of printed information such as books, journals, magazines, encyclopedia and dictionary to using their digital or online versions. Now, information may also be gathered from reliable and credible websites and how-to videos on YouTube, all found using search engines such as Google, Yahoo, and Bing. The use of technology has also influenced the behavior of people towards choosing the format and path of getting information, shifting from the traditional classroom set-up to online-based learning, thus, making it easier to gain knowledge anytime and anywhere.

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This module will discuss one of the current trends in media and information dissemination the Massive Open Online Course (MOOC), and how it influences the behavior of people when it comes to learning new information.

# *What is It*

**Massive Open Online Course (MOOC)**

MOOC is an acronym for *Massive Open Online Course*. The word "*massive*" means large number or amount, "*open*" means accessible to all, "*online*" means connected to or available through a system, and "*course*" means the act of moving in a path from point to point. Therefore, MOOC refers to a route or pattern of getting a content or information available through an online system that



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can be accessed by many people. MOOC is also described as a pattern for providing

learning information or content online to any person who needs to take up a course with no limit on attendance.

MOOCs are asynchronous web-based courses geared towards enabling several hundreds of students all over the world to enroll and learn from top world-renowned academic institutions at the same time. MOOCs deliver content via recorded video lectures, online readings, and online assessments, with various degrees of student-student and student-instructor interactions. Many MOOC-providers offer free courses, which entice more people to enroll. There are MOOCs that provide certificates of completion to the students; however, most of them do not count for college credit. The concept of MOOC was invented in 2008 by Dave Cormier, from the University of Prince Edward Island, for a course offered by the University of Manitoba, "Connectivism and Connective Knowledge", (https://whatis.techtarget.com/definition/massively-open-online-course-MOOC).

The learning material or video content used in an MOOC is created by an educational institution, usually a university or a college that offers such programs. The organization and administration operation of an MOOC are coordinated by active MOOC platforms (e.g. Coursera and edX). MOOCs were created from the idea of covering an entire university course online and thereby making it accessible to everyone in the world. The intent was to "democratize" educational content from elite universities.

### Types of Massive Open Online Course (MOOC)

There are two main types of MOOCs:

### 1. xMOOCs

xMOOC stands for eXtended MOOC. xMOOCs are based on traditional university course structures and make use of established teaching approaches and materials. Students will watch pre-recorded lectures, complete required readings, and participate in discussions as produced and managed by a course instructor or an instructional team from a higher education institution. These are typically self-contained and rarely utilize content external to the main content delivery and learning platform.

### 2. cMOOCs

cMOOC stands for Connectivist MOOC. cMOOCs are based on the connectivist learning model that favors collaboration among learners as a form of active learning. Students in cMOOC work together to locate, evaluate, and contribute to the course content by uploading materials in the form of tweets, blog posts, wikis and others, to the course using the learning platform. A cMOOC instructor or instructional team facilitates learning by finalizing, aggregating, and assessing the students' contributions to the course.

The following table illustrates the conceptual differences between cMOOCs and XMOOCs.

| xMOOCs | | cMOOCs |
|---|---|---|
| Scalability of provision (e.g., offering university courses to a larger audience) | **Massive** | Community and Connections |
| Open access – Restricted license | **Open** | Open access and license |
| Individual learning in single platform | **Online** | Networked learning across multiple platforms and services |
| Acquire a curriculum of knowledge & skills | **Course** | Develop shared practices, knowledge and understanding |

**Advantages of Massive Open Online Course (MOOC)**



https://www.igniteengineers.com/mooc-advantages-and-disadvantages/
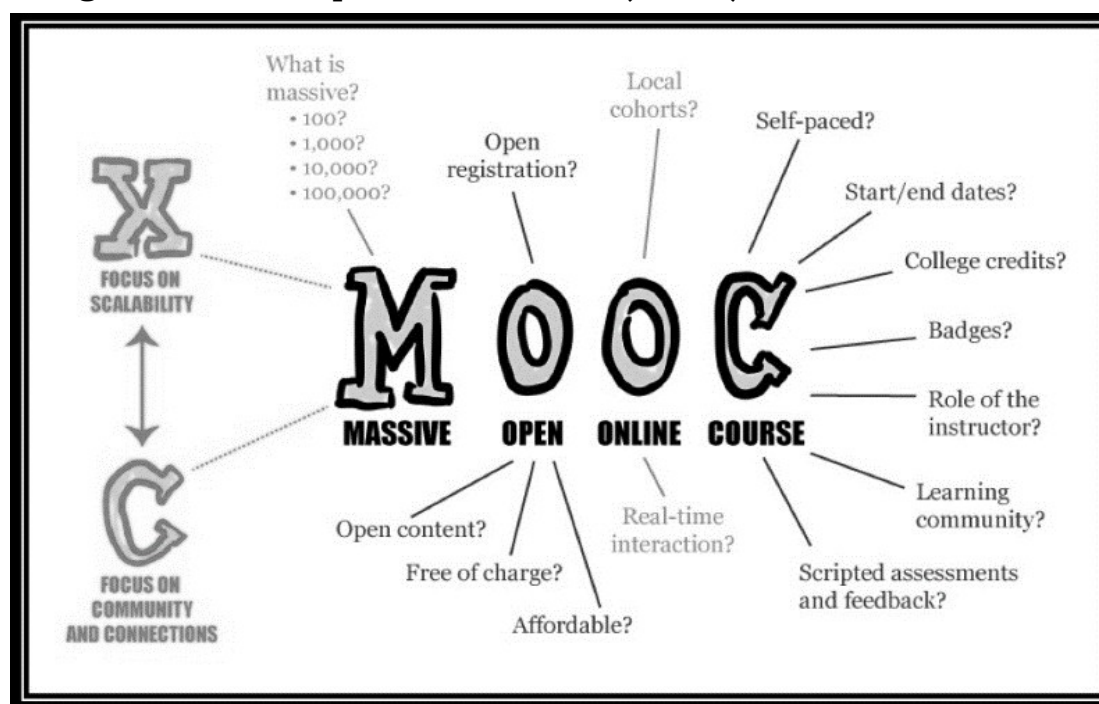
1. Relax requirements – MOOC can be taken by anyone who is interested in the subject matter and able to access the course, regardless of age, background, or location.
2. Video format availability - Teaching in a modern video format (not just texts like those that you'd find in other e-learning courses).
3. Accessibility- learning content from top universities like Harvard, Stanford, etc. can be opened through online format.
4. Repetition- an MOOC will often run two or three times a year, ensuring that students would not miss their chance.

5. High quality- MOOCs are led by subject matter experts (SMEs) and supported by teaching assistants, so that students have access to first-rate educational resources.
6. Feasibility- an MOOC usually requires 1-2 hours of study a week for about 5 weeks, making learning doable even for busy students.
7. Self-paced- an MOOC enables students to work through the course materials and assessments at their own pace.
8. Online collaboration- learners across the globe work together on common goals without the need to meet each other in person.

**What are some MOOC platforms?**

There are already thousands of MOOCs from countless providers worldwide. Here are the top MOOC platforms.

a. **Coursera** has over 20 million learners/participants. Courses were created by the universities of Stanford, Princeton, Yale, London, Munich, Zurich, and many more.
b. **EdX** has around 10 million learners/participants. Courses were created from Harvard, MIT, Berkeley, and Oxford, among others.
c. **Udacity** is created as an MOOC platform at Stanford. Now mostly programming courses in cooperation with industry partners such as Google, Facebook, or Daimler. Course topics include artificial intelligence and self-driving cars.
d. **FutureLearn** is MOOC platform (UK-based) which includes various British and European universities. Courses offered are shorter in duration compared to others.